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| **Logo  Description automatically generated with medium confidence**  Class 2 Curriculum Map 2022-23 Year EYFS & 1  Logo  Description automatically generated with medium confidence | **Autumn 1** | | **Autumn 2** | | | | **Spring 1** | | | **Spring 2** | | | **Summer 1** | | | **Logo  Description automatically generated with medium confidenceSummer 2** | | |
| **Value Focus** | **Humility** | **Joyfulness** | **Honesty** | | **Equality** | | **Trust** | **Helpfulness** | | **Forgiveness** | | **Diversity/**  **Tolerance** | **Courage** | **Empathy** | | **Respect** | **Hope** | |
| Flag of Great Britain - Wikipedia | **Democracy** | | **The Rule of Law** | | | | **Individual Liberty** | | | **Mutual Respect** | | | **Tolerance** | | | **Recap & Revisit** | | |
| UNICEF-Child Rights Connect child-friendly CRC is now available! – Child  Rights Connect | Family | Health | Protection From Harm | | Privacy | | Identity | Freedom of Thought | | The Arts | | Government Responsibility | Non-discrimination | Reparation | | Education | Access to Information | |
| **PSHE:** | **Being Me in My World**  Feeling special and safe.  Being part of a class  Rights and responsibilities  Rewards and feeling proud  Consequences  Owning the Learning Charter | | **Celebrating difference**  Similarities and differences  Understanding bullying and  knowing how to deal with it  Making new friends  Celebrating the differences  in everyone | | | | **Dreams and Goals**  Setting goals  Identifying successes and  achievements  Learning styles  Working well and celebrating  achievement with a partner  Tackling new challenges  Identifying and overcoming  obstacles  Feelings of success | | | **Healthy Me**  Keeping myself healthy  Healthier lifestyle choices  Keeping clean  Being safe  Medicine safety/safety with  household items  Road safety  Linking health and happiness | | | **Relationships**  Belonging to a family  Making friends/being a good friend  Physical contact preferences  People who help us  Qualities as a friend and person  Self-acknowledgement  Being a good friend to myself  Celebrating special relationships | | | **Changing Me**  Life cycles – animal and human  Changes in me  Changes since being a baby  Differences between female and  male bodies (correct terminology)  Linking growing and learning  Coping with change  Transition | | |
| **RE:** | **Theme: Special People Key Question**: What makes people special? Religions: Christianity, Judaism | | **Theme: Christmas Key Question:** What is Christmas? Religion: Christianity Christian concept: Incarnation | | | | **Theme: Celebrations Key Question:** How do people celebrate? Religions: Hinduism | | | **Theme: Easter Key Question:** What is Easter? Religion: Christianity Christian concept: Salvation | | | **Theme: Story Time Key Question:** What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism | | | **Theme: Special Places Key Question:** What makes places special? Religions: Christianity, Islam, Judaism | | |
| **Events:** | Macmillan Coffee  Morning (25th September)  Black History Month (October) | | Remembrance Sunday  (11th November)  Anti-Bullying Week  (16th-21st November)  Children In Need (13th November) | | | | Safer Internet Day  (9th February)  Children’s Mental Health Week  (February 2023) | | | World Book Day (4th March)  World Maths Day  (March 2023)  Comic Relief (March 2021)  British Science Week (March 2023) | | | Walk to School Week | | | Sports Day (July  2023) | | |
| |  | | --- | | **Cultural Capital:**  **(Development of self: Personally Socially**  **Physically Spiritually**  **Morally**  **Culturally) to enable social mobility)** | | |  | | --- | | Transition Programme  Black History Week  Global Learning Theme (Democracy)  Election of School Parliament  Remembrance Day artwork  Anti-Bullying Week  Children in Need  Online Safety in computing | | | | | | | |  | | --- | | Safer Internet Day  Mental Health and wellbeing Programme  World Book Day  World Maths Day  Comic Relief  Refugee work  Email work (Computing) | | | | | | | Projects for the community  Sports Day  SRE Program | | | | | |
| **History:** | **The Gunpowder Plot. Guy Fawkes.**  NC-changes within living memory  NC-the lives of significant individuals | | | | | | **Towers and Turrets**  NC- significant historical events, people and places in their own locality | | | | | | **Seaside in the Victorian period and now**  NC- significant historical events, people and places in their own locality | | | | | |
| **Geography** | **Weather and Patterns** | | | | | **Where do I Live?** | | | | | | | **Let’s go to the jungle** | | | | | |
| **English:** | Character description  Setting description  Recount – biography | | | Narrative Historical    Newspaper report    Structured poems | | Non -chronological report  Explanation  Adventure narrative | | | | | Film narrative    Diary  Free verse poetry | | Visual poetry  Explanation  Character description | | | Speech campaign  Dilemma narrative  Persuasion | | | |
| **Maths:** | Place Value Addition and Subtraction Geometry | | | | | Measurement  Four Operations  Fractions | | | | | | | Statistics  Measurement  Geometry  Four Operations | | | | | |
| **Science** | **Plants**  identify and name a variety of common wild and garden plants.  identify and describe the basic structure of a variety of common flowering plants | | | **The Animal Kingdom**  identify and name a variety of common animals that are carnivores, herbivores and omnivores. | | **Living Things**  explore and compare the differences between things that are living, dead, and things that have never been alive  describe the characteristics of living things | | | **Materials**  identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses | | | | **Local Habitats**  Describe the changes that take place in vegetation and animal life in a habitat and a micro-habitat across the four seasons | |  | | |
| **Science Experiments**  **investigation** | Monitor the growth of seeds and bulbs planted, producing notes and observations | | | Sorting and grouping different animals to set criteria | | Creating charts that group categories of items | | | Comparing the strength of crepe paper ropes | | | | Microhabitat hunt | |  | | |
| **Science links with maths** | Size – bigger/smaller | | | Sorting rings – sorting by criteria | | Charts | | | Length - cm  Weight - grams | | | | Directions | |  | | |
| **Computing** | **Technology Around Us**  **Online Safety** | | | **Barefoot Winter Warmer** | | **Moving a robot** | | | **Barefoot Springtime** | | | | **Digital writing**  **Online Safety** | | **Barefoot** | | |

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| **Art & Design** | **Sculpture** | | **Painting** | | **Drawing** | |
| **Design & Technology** | **Food**  Food preparation – fruit and vegetables. | | **Textiles**  Templates and joining techniques | | **Mechanisms**  Wheels & Axles | |
| **Music** | **Reading & Composing Music (Level 1)**  To learn to read pitch and rhythm to create, notate and improve my own compositions and other pieces of music from around the world and great composers. | | **The Big Sing**  Technique Expression Accuracy | | **Music Through Time**  Knowledge & Understanding Musical Elements Musical Contexts Musical Language | |
| **PE** | Hockey | Dance | Gymnastics | Cricket | Maypole | Athletics |